Read to be Ready Coaching Network

Module 2: Six Instructional Outcomes and Effective Interactive Read Alouds

Group Norms

- Be fully present.

- Actively participate.

- Embrace collaboration.

- Silence cell phones.

Agenda

- Team Icebreaker

- Connected, Contextualized Tier I Instruction

- Supporting High Quality Interactive Read Alouds

Objectives

- **WHY:** Understand how the Read to be Ready Literacy Instructional Outcomes and the Vision for Reading Proficiency connect to instruction within a strong literacy block

- **HOW:** Be able to connect how to support contextualized literacy learning opportunities based on the reading vision, literacy outcomes, and tools for effective interactive read alouds

- **WHAT:** Be able to identify what creates an effective read aloud experience and where supports might be needed for a teacher to strengthen this outcome

Team Icebreaker: Nameplates

- Create a name tent using a combination of seven letters and numbers that reflects a personal depiction of yourself. Write your name on the other side of the tent.

- Prepare to share with the group:
  - Name
  - District and role
  - Nameplate explanation

Accessing Complex Text for All Students

Literacy Framework

1. Turn to Handout 1.
2. As you read independently the Literacy Framework document, highlight the main words that pop out to you from each section.
3. Using the First Turn, Last Turn structure at your table, the person with the shortest hair begins by saying a highlighted word. Without cross-talk, go clockwise around the table with each person at the table giving a sentence-long connection. The person who started first, then offers one sentence including reasoning for choosing that word in connection with the reading.
4. Continue the process with each person to the left of the previous starting speaker.

Connected, Contextualized Instruction

Vision of Proficient Reading

Accurately, fluently, and independently read a wide range of content-rich, age-appropriate, and complex texts

Strategically employ comprehension strategies to analyze key ideas and information

Construct interpretations and arguments through speaking and writing

Develop vocabulary

Build knowledge about the world

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Vision of Proficient Reading Jigsaw

- Number off from 1 to 4 at your table.
- Everyone reads Introduction and Vision for Reading Proficiency stopping at Integration of Academic Standards.
- Then, divide the remaining reading at your table using the following:
  - Person 1: Read Integration of Academic Standards section
  - Person 2: Read Access to Text section
  - Person 3: Read Effective Instruction section
  - Person 4: Read Learning Environment section
- Upon my mark, please take 2 minutes each to summarize the important elements of your section with person 1 beginning. Person 4 will be the time keeper.

MAKING MEANING FROM TEXT

Rich Tier I Core

Unit of Learning   Unit of Learning   Unit of Learning

Lesson Lesson Lesson Lesson **Rich, Authentic Task**

Lesson Lesson Lesson **Rich, Authentic Task**

Lesson Lesson Lesson Lesson **Rich, Authentic Task**

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MAKING MEANING FROM TEXT

Access to Text   **Effective Instruction**   **Learning Environment**

Rich Tier I Core

Unit of Learning   Unit of Learning   Unit of Learning

Lesson → Lesson → Lesson → Lesson → **Rich, Authentic Task**

Lesson → Lesson → Lesson → **Rich, Authentic Task**

Lesson → Lesson → Lesson → Lesson → **Rich, Authentic Task**

Adapted from McTighe, 2013

MAKING MEANING FROM TEXT

Rich Tier I Core

Access to Text   **Effective Instruction**   **Learning Environment**

Unit Focus

- Deep study of a topic/concept
- Standards-driven
- Knowledge building focus
- Enduring goals and learning outcomes

- Integration of content
- Includes multiple texts and media
- Connected evidence of learning
- Rich, authentic task

Unit of Learning   **Unit of Learning**   **Unit of Learning**

Lesson → Lesson → Lesson → Lesson → Rich, Authentic Task

Lesson → Lesson → Lesson → Rich, Authentic Task

Lesson → Lesson → Lesson → Lesson → Rich, Authentic Task

MAKING MEANING FROM TEXT

Rich Tier I Core

Access to Text → **Effective Instruction** → **Learning Environment**

Unit of Learning → **Unit of Learning** → **Unit of Learning**

Lesson Areas of Focus that Integrate Instructional Outcomes

- Strategically build knowledge over time
- Include different modes of reading
- Focus on text within the set/unit
- Provide differentiation for Tier I

- Support foundational skills
- Integrate speaking, listening, and writing
- Guide students toward unit goals
- Include relevant formative assessments

Lesson → Lesson → Lesson → Lesson → **Rich, Authentic Task** → Lesson → Lesson → Lesson → **Rich, Authentic Task** → Lesson → Lesson → Lesson → Lesson → **Rich, Authentic Task**

TN Department of **Education**

Adapted from McTighe, 2013
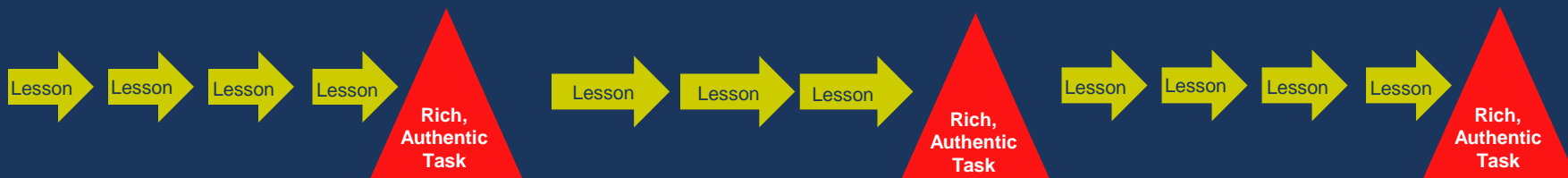
Integrating the Instructional Outcomes within the Unit

Unit Text Set

DEMONSTRATION (Teacher Modeling)	SHARED DEMONSTRATION (Joint Practice)	GUIDED PRACTICE (Student Practices Under Teacher Guidance)	INDEPENDENT PRACTICE (Independent Use)
Accessing complex texts through interactive read alouds	Accessing on-grade level texts through shared reading	Guided reading and instructional-level texts	Independent reading and reading conferences
Teaching foundational skills through reading and writing	Teaching foundational skills through reading and writing	Teaching foundational skills through reading and writing	Teaching foundational skills through reading and writing

Responding to texts through interactive speaking and writing activities

Routman, 2004

Connected, Contextualized Instruction

Integrated Model of Literacy Instructional Components Semantic Feature Analysis

All instructional components should occur daily and throughout the day, integrated across the curriculum including when teaching the English Language Arts and when teaching academic content (e.g., science, social studies).

Instructional Emphasis	Primary Purpose	Gradual Release of Responsibility	Text level	Essential Instructional Practices	Classroom Organization	Embedded Formative Assessments
Accessing Complex Texts through Interactive Read Alouds	Extend students' knowledge and comprehension of complex texts, demonstrating strategies supporting comprehension and word learning.	Teacher led with pauses during read alouds for students to apply skills & strategies that were modeled.	Above instructional level, content rich and age appropriate	Focus on higher-order discussion of text content and vocabulary, including academic vocabulary. Provide opportunities to draw students' attention to print features and text information.	Whole class, small groups; flexible grouping depending on purpose	Observations and note taking
Accessing On-grade Level Texts through Shared Reading	Demonstrating use of foundational skills, comprehension strategies and use of text features to support comprehension and knowledge building.	Shared reading of texts with teacher taking the lead and providing strategic involvement (with scaffolds) of students' reading or rereading text segments and applying targeted skills and strategies.	Instructional or independent level, content rich and age appropriate.	Modeling use of skills and strategies while reading texts and scaffolding student's application. Moving students to independence with targeted skills and strategies, while emphasizing comprehension and vocabulary development.	Whole class or small group, flexible grouping depending on purpose.	Observations and note taking

So what if students still struggle beyond Tier I?

Marzano (2004) shares four questions that focus the work of the learning team:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond if they already know it?
- How will we respond when a student experiences difficulty in learning?

Use evidence to:		
Focus **differentiation** during Tier I small group instruction	Inform **strategic Tier II interventions** in addition to Tier I Core	Inform **intensive Tier III interventions** in addition to the Tier I Core

Exploring the Literacy Block: Interactive Read Alouds

Interactive Read Aloud: Teacher reads aloud to groups of students (can be whole class or small groups). Primary purpose is to extend students background knowledge and access to complex concepts.

Content/Instructional Preparation Focus	Instructional Tasks
What stands out as you read this section?	In what areas do you anticipate teachers will need extra support?

Interactive Read Aloud Video

Interactive Read Aloud Video

- What made this an effective read aloud experience?

Supporting High Quality Read Alouds

**Guide to Planning Repeated Interactive Read Alouds
that Support Close Analytic Reading**

1. Select a high-quality and content-rich text. Analyze it for its qualitative and quantitative complexity.
2. Analyze the content of the text; identify the most important information, ideas, and meanings for students to comprehend.
3. Ask yourself: if students deeply understand this text and its essential information/ideas/meanings, what would they be able to say or do? How would they demonstrate this understanding? Draft potential culminating tasks aligned to the key information, ideas, and meanings.
4. Create a series of text-dependent questions that scaffold students to a deep understanding of the text and its essential information/ideas/meanings. Be sure to sequence questions in a way that supports literal, inferential, and analytical understanding.
5. Locate important vocabulary words and language in the text and integrate questions and discussion that highlight their meaning and significance. Identify vocabulary words that might be unknown to students, and determine how you will teach them (implicit, embedded, or explicit instruction).
6. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are well-suited for this text. If so, form questions that align to those standards. *Note: Teachers can begin with the standard(s) in mind before selecting text for a read aloud, especially if there is a specific instructional standard that needs to be taught or that students need practice with.*
7. Find the sections of the text that will present the greatest difficulty and craft questions that support students in comprehending these sections. These could be sections with difficult syntax, particularly dense information, tricky transitions, or places that offer a variety of possible inferences.
8. Plan places when teacher think alouds may be needed to clarify the text or assist comprehension. Plan additional supports, such as anchor charts.
9. Select and refine one culminating task, based on your ideas from step #2. Double check that the text-dependent questions you planned support and scaffold students toward that culminating task. Refine your questions as needed.
10. Reflect on the rigor and complexity of the text and the questions you drafted. Determine how many days of study students will need to deeply comprehend the text and successfully complete the culminating task. Add in daily tasks that synthesize each read and provide additional scaffolding toward the culminating task.

- This guide borrowed and adapted from two sources: Achieve the Core's Read Aloud Project; *Great Habits, Great Readers: A Practical Guide for K-4 Reading* by Bambrick-Santoyo, Settles, and Worrell

What might be some potential support areas for teachers to implement high quality interactive read alouds?

Supporting High Quality Read Alouds

What might be some potential support areas for teachers to implement high quality interactive read alouds?

- Integration of standards
- Selection of high quality, content-rich, complex text
- Collection of effective resource sets
- Creation of text dependent questions for literal, inferential, and analytical understanding
- Implementation of impactful vocabulary instruction
- Application of think alouds for meaning-making
- Synthesis of multiple texts
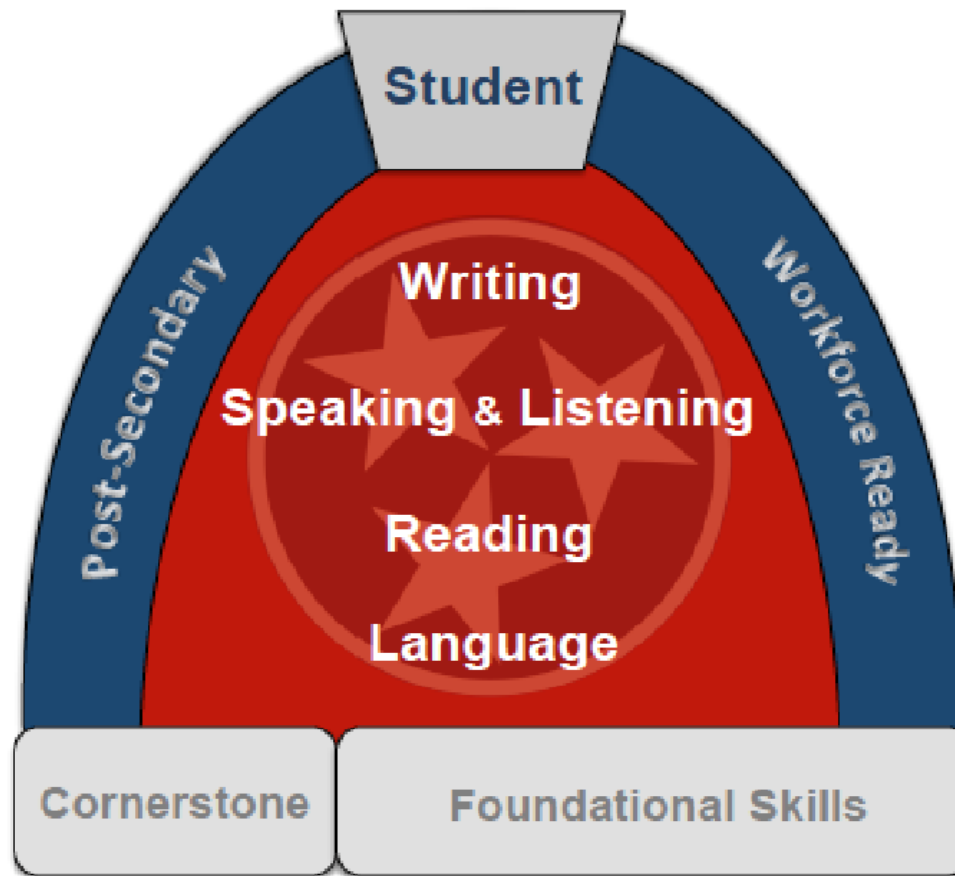- Creation of authentic culminating tasks

Interactive Read Aloud Support Tools

Integration of Standards

TENNESSEE STATE BOARD OF EDUCATION

Selection of High-quality, Content-rich, Complex Text

Text Complexity Measures

Text complexity encompasses three interdependent measures: qualitative complexity, quantitative complexity, and reader and task demands.

- *Quantitatively complex texts* provide experience with high-level vocabulary, sentence length, and word structure that build a foundation in the continuum towards postsecondary and workforce preparedness.
- *Qualitatively complex texts* present interactions with multiple levels of meaning, irregular text structures, unconventional language, and other stylistic features that provide a context for close reading and critical thinking.

In turn, as readers explore both quantitatively and qualitatively complex texts, speaking and writing skills are addressed as they discover multiple ways to express meaning.

A Three-Part Model for Measuring Text Complexity

As signaled by the graphic at right, the Standards' model of text complexity consists of three equally important parts.

1) **Qualitative dimensions of text complexity.** In the Standards, qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands.
2) **Quantitative dimensions of text complexity.** The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.
3) **Reader and task considerations.** While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgement, experience, and knowledge of the subject.

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
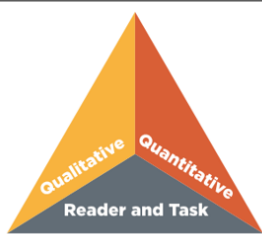Appendix A: Research Supporting Key Elements of the Standards

Figure 1: The Standards' Model of Text Complexity

Lexile to Grade Level Correlation

Grade	Independent Reader Measures 25th percentile to 75th percentile
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title_____   Text Author_____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	○ **Organization:** Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific	○ **Organization:** Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits	○ **Organization:** Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological	○ **Organization:** Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict
	○ **Text Features:** If used, are essential in understanding content	○ **Text Features:** If used, directly enhance the reader's understanding of content	○ **Text Features:** If used, enhance the reader's understanding of content	○ **Text Features:** If used, help the reader navigate and understand content but are not essential to understanding content
	○ **Use of Graphics:** If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text	○ **Use of Graphics:** If used, graphics, tables, charts, etc. support or are integral to understanding the text	○ **Use of Graphics:** If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text	○ **Use of Graphics:** If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text
LANGUAGE FEATURES	○ **Conventionality:** Dense and complex; contains considerable abstract, ironic, and/or figurative language	○ **Conventionality:** Fairly complex; contains some abstract, ironic, and/or figurative language	○ **Conventionality:** Largely explicit and easy to understand with some occasions for more...	○ **Conventionality:** Explicit, literal, straightforward, easy to understand
	○ **Vocabulary:** Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading	○ **Vocabulary:** Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic	○ **Vocab**... familia... acade...	
	○ **Sentence Structure:** Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts	○ **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	○ **Senten**... compo... constru...	
PURPOSE	○ **Purpose:** Subtle and intricate, difficult to determine; includes many theoretical or abstract elements	○ **Purpose:** Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete	○ **Purpo**... based...	
KNOWLEDGE DEMANDS	○ **Subject Matter Knowledge:** Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts	○ **Subject Matter Knowledge:** Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts	○ **Subj**... comm... discipli... include... compli...	
	○ **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc.	○ **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc.	○ **Inter**... to othe...	

Reader and Task Considerations

After analyzing a text for complexity, consider

1. the needs and interests of the **reader (your students!)**, and
2. the type of **task** that will support students in comprehending the text's meaning(s).

Reader Considerations

- Will my students enjoy this text? Will they find it engaging?
- What will challenge my students most in this texts? What supports can I provide?

Task Considerations

What do you want students to demonstrate after reading this text? (e.g. key text understanding, academic vocabulary, fluency, etc.?)	• Use the answer to identify which **Tennessee Academic Standards** will be the instructional focus of the text and the content of questions about the text
Based on clear understanding of each child's reading ability, what aspects of the text will likely pose the most challenge for your children?	• Use the answer to guide the design of instructional **supports** so that all the children can access the text independently and proficiently through multiple readings of the text
How is this text best presented to children and how can this text be used with other texts?	• Use the answer to determine how the text "fits" with a larger **unit** of instruction. Can the text serve as an "anchor" text? Does the text require background knowledge that could be learned by reading other texts?

- Retrieved from www.ccsso.org/Navigating_Text_Complexity

Collection of Effective Text Sets

Creating Text Sets

What is a text set?
A text set is a collection of related texts organized around a topic, theme, or line of inquiry. Text sets are related texts from different genres and media, such as books, charts, maps, informational pamphlets, poetry, videos, etc.

The purpose of study for a given text set is determined by an anchor text. An anchor text is a complex read aloud text that introduces the themes and major concepts that will be explored through the text set. The anchor text is often read aloud to students more than once.

The number of texts in a set can vary depending on purpose and resource availability. What is important is that the texts in the set are connected meaningfully to each other, build knowledge and vocabulary of a specific topic, and that themes and concepts are sufficiently developed in a way that promotes sustained interest for students and the deep examination of content.

Step One	
Identify the Anchor Text and Formulate a Line of Inquiry for the Set	The first step is to identify an anchor text and formulate an overall line of inquiry for the set. This can happen in either order. An educator may first identify an anchor text, from which they formulate a line of inquiry for the set OR an educator may choose to first identify a topic for a unit of study and then seek out an anchor text around which to build the set. The most important part of this step is that the anchor text be a grade-level complex text that meets the complexity demands of the Standards and is worthy of the time and attention of students. Without a rich anchor text, it is impossible to create a worthwhile text set.

Step Two	
Step Two: Use Databases to Research Texts around the Topic	Once you have identified the anchor text and line of inquiry for your set, you can use a variety of databases to search for texts. Sometimes you will need to adjust your search terms to find a range of texts on a topic. Several databases allow you to organize texts according to quantitative measure (http://www.lexile.com/fab/).

Step Three	
Step Three: Evaluate Texts for Inclusion in the Set	• Does the text contribute to the students building a body of knowledge connected meaningfully to the anchor text? • Is the text worthy of student time and attention? • Does the text contribute to a range and balance of text types and formats in the overall set? • Does the text contain new information that students likely don't already know? • Does the text build background knowledge that will help students comprehend later texts and experiences? • Does the text contain information that is useful in the real world? • Does the text contain information that is relevant to students' needs or interests? Does it help them answer questions or solve problems?

Blank Text Set

Text Set Title:
Text Set Grade Placement:

Enduring Understandings

Text and Resources
(Indicate in what order the supporting works are to be introduced and taught.)

Anchor Text	Title: Author:
Supporting Works	**Book(s)** 1. 2. **Article(s)** 3. 4. **Poem(s)** 1. 2. **Infographic(s)** 3. 4. **Other Media** 5. 6. Supporting Works will be introduced/taught in the following order:
Standards	

Knowledge	Skills

Rich, Authentic Task

Creation of Text Dependent Questions for Literal, Inferential, and Analytical Understanding

Creating Questions for Deep Reading

1. Consider central themes, main ideas, and key supporting details from the text to build into learning activities, including the culminating task.

2. As you consider the important learning to be obtained, create and sequence questions to build understanding at the literal, inferential, and analytical levels.
   - Literal-Understanding what the text says at a surface level from the key ideas and details
   - Inferential-Understanding what the means and how it works from the perspective of craft and structure of the text
   - Analytical-Synthesizing and analyzing the text for deeper meaning with a particular focus on the integration of knowledge and ideas

3. Locate the most powerful conversational, general academic, and domain specific words in the text and integrate questions and discussions that explore their role into the set of questions above.

4. Take stock of what standards are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.

5. Consider if there are any other conversational, general academic, and domain specific words that students that would enhance learning. Build discussion planning or additional questions to focus attention on them.

6. Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections. These could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences.

7. Develop a culminating activity around the central themes, main ideas, and key supporting details identified in #1. A good task should reflect mastery of one or more of the standards, involve writing, and be structured to be done by students independently.

Steps in Question Planning

Step 1: Structure the discussion to complement the text, the instructional purpose, and the readers' ability and grade level.		
Category of Comprehension	Description	Question Options
Locate and Recall	Identify the main ideas and supporting details; find elements of a story; focus on small amounts of text	• What is the main idea of this section? • What details did the author give about _____? • Who were the main characters in _____?
Integrate and Interpret	Compare and contrast information or actions by characters; examine connections across parts of text; consider alternatives to what is presented in the text; use mental images	• How did (character) feel when _____? Why did he feel that way? • What connections can we make to events/facts across the text? • What similarities and differences do we see with_____?
Critique and Evaluate	Assess text from numerous perspectives, synthesizing what is read with other texts and other experiences; determine what is most significant in a passage; judge whether and the extent to which certain features in the text accomplish the purpose of the text; judge either the likelihood that an event could actually occur or the adequacy of an explanation in the text	• What do you think is the most important message in this text? • How well did the author describe the new ideas in what you just read? • If the author asked you what she could have done differently or better to help other students understand, what would you tell her? • How might (character) behave in the future based on her experience in this story?
Step 2: Develop discussion questions that require students to think deeply about text.		
Discussion Questions	Teachers should develop higher-order questions that encourage students to think deeply about what the text means rather than simply recalling details.	• Why did _____? • What do you think _____? • If you were the author _____? • What does _____ remind you of and why?
Step 3: Ask follow-up questions to encourage and facilitate discussion.		
Follow-up Questions	Teachers should ask students to refer to the text to justify their answers. Depending on the grade level, this may mean recalling events and passages in the text or pointing to illustrations to justify their answers. Follow up questions should both provide students with a model for thinking about the text and its meaning more actively, and help them learn to construct and support opinions with textual evidence.	• What makes you say that? • What happened in the book that makes you think that? • Can you explain what you meant when you said ____? • Do you agree with what _____ said? Why or why not? • How does what you said connect with what _____ already said? • Let's see if what we read provides us with any information that can resolve _____'s and _____'s disagreement. • What does the author say about that?
Step 4: Have students lead structured small-group discussions.		

Implementation of Impactful Vocabulary Instruction

Teaching Vocabulary through Interactive Read Alouds

Step 1: Read the text closely and list all of the words that seem likely to be unfamiliar to students. Focus on the Tier 2 words.

Step 2: Note which words are most significant to comprehending the plot or meaning of the text.

Step 3: Note which words have meanings that are easily conveyed by the story's context, such as through illustrations or dialogue.

Step 4: Note which words have meanings that students can identify with, that are likely to appear in other texts, or that students are likely to hear in other settings, such as during a conversation with a parent or while watching a movie.

Step 5: Choose 2-4 vocabulary words from your list that are significant to comprehending the plot or meaning of the text, with meanings that aren't easily conveyed through context, and that students can identify with and will encounter in other settings. These are the words you should teach through **explicit instruction**.

Step 6: Create "kid-friendly" definitions for the words you'll teach explicitly, determine gestures that emphasize the words' meaning, and find visuals that supports students' understanding of the words' meaning.

Step 7: Revisit the rest of the words you identified. Determine which words' meanings can be conveyed quickly or through context and would be best taught through **implicit instruction**. Decide how you will convey the meanings of these words to your students, either by pointing to an illustration or stating a common synonym. Also, determine which words require explicit definitions and would be best taught through **embedded instruction**.

Tier 2 Word	Is this word significant to comprehending the plot or meaning of the text?	Is the meaning of this word conveyed through context?	Can students identify with the meaning of this word?	Are students likely to encounter this word in other settings?	What is the best instructional method for teaching this word (explicit, implicit, embedded)?

Word:	Visual:
Student-friendly definition:	
Sentence (using familiar context):	
How the word is used in the book:	

Gesture: _____

- Adapted from *50 Nifty Speaking and Listening Activities* by Judi Dodson

Application of Think Alouds for Meaning Making

Think Aloud Planning

Effective Strategy	Description	Think Aloud Stems
Activating Prior Knowledge	Students think about what they already know and use knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.	As I think about this topic, I know that… From what I have already read, the meaning that I am constructing is… The author's clues (or ideas) cause me to predict that…
Questioning	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as where or why to develop their questions.	I wonder why… I am curious about… I am interested in learning how…
Visualizing	Students develop a mental image of what is described in the text.	As I read the author's words, I see… As I am reading, the pictures that are forming in my mind are…
Monitoring, Clarifying, and Fix Up	Students pay attention to whether they understand what they are reading, and when they do not, they reread or use strategies that will help them understand what they have read.	One part that left me confused was… One area that I will go back and reread is… One strategy that I will use to help me understand is…
Drawing Inferences	Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.	Based on what I know and the text clues, I infer… The text evidence and my own knowledge leads me to think that…
Summarizing/Retelling	Students briefly describe, orally or in writing, the main points of what they read.	My understanding of the text in my own words is… The passage says that… The main points from my reading are…

-Retrieved and adapted from Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., & Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from whatworks.ed.gov/publications/practiceguides.

Synthesis of Multiple Texts

"Synthesizing involves combining new information with existing knowledge to form an original idea or interpretation."
(Harvey & Goudvis, 2000)

Text Synthesis

Topic_____

What I know about the topic...

What the resources say about the topic			
Resource #1 Information	Resource #2 Information	Resource #3 Information	Resource #4 Information

My new thinking based on what I know and the information I have learned from the resources...

Creation of Authentic Culminating Tasks

Developing Culminating Tasks

Teachers must make purposeful matches between text, task, and reader.

— Wessling, 2013

Teaching is a means to an end. Having a clear goal helps us educators to focus our planning and guide purposeful action toward the intended results.

— Center for Teaching, 2015

Remember...
All students need regular practice with rigorous and standards-aligned instructional tasks that require listening, speaking, and writing. Instructional tasks should push students to think deeply about a text and to make connections across texts and to the broader world.

What is a Culminating Task?
A culminating task is an instructional activity that students complete after deep study of a text. The culminating task prompts students to think about the most important meanings presented in the text and gives them an opportunity to demonstrate their comprehension.

Culminating tasks help students build critical thinking and textual analysis skills, and give them meaningful practice in articulating and defining ideas, supported by evidence, through speaking, drawing, and writing.

An effective culminating task should:
- Support students in comprehending the meaning(s) of the text
- Hinge on a thoughtful prompt that is based on Tennessee Academic Standards
- Provide opportunities to express comprehension through speaking, drawing, or writing
- Be appropriately complex
- Be text dependent
- Be clear – not a "gotcha"
- Require textual evidence
- Pull from complex portions of the text
- Require analysis, synthesis, and evaluation of the text
- Require thoughtful reading and rereading of the text
- Should be a culmination of instruction that sets students up for success

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *ELA*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	o Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts o Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	o Identify or describe literary elements (characters, setting, sequence, etc.) o Select appropriate words when intended meaning/definition is clearly evident o Describe/explain who, what, where, when, or how o Define/describe facts, details, terms, principles o Write simple sentences	o Specify, explain, show relationships; explain why, cause-effect o Give non-examples/examples o Summarize results, concepts, ideas o Make basic inferences or logical predictions from data or texts o Identify main ideas or accurate generalizations of texts o Locate information to support explicit-implicit central ideas	o Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) o Identify/ make inferences about explicit or implicit themes o Describe how word choice, point of view, or bias may affect the readers' interpretation of a text o Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	o Explain how concepts or ideas specifically relate to *other* content domains or concepts o Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	o Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words o Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use o Apply basic formats for documenting sources	o Use context to identify the meaning of words/phrases o Obtain and interpret information using text features o Develop a text that may be limited to one paragraph o Apply simple organizational structures (paragraph, sentence types) in writing	o Apply a concept in a new context o Revise final draft for meaning or progression of ideas o Apply internal consistency of text organization and structure to composing a full composition o Apply word choice, point of view, style to impact readers'/viewers' interpretation of a text	o Illustrate how multiple themes (historical, geographic, social) may be interrelated o Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	o Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) o Decide which text structure is appropriate to audience and purpose	o Categorize/compare literary elements, terms, facts/details, events o Identify use of literary devices o Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts o Distinguish: relevant-irrelevant information; fact/opinion o Identify characteristic text features; distinguish between texts, genres	o Analyze information within data sets or texts o Analyze interrelationships among concepts, issues, problems o Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text o Use reasoning, planning, and evidence to support inferences	o Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes o Analyze complex/abstract themes, perspectives, concepts o Gather, analyze, and organize multiple information sources o Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			o Cite evidence and develop a logical argument for conjectures o Describe, compare, and contrast solution methods o Verify reasonableness of results o Justify or critique conclusions drawn	o Evaluate relevancy, accuracy, & completeness of information from multiple sources o Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	o Generate conjectures or hypotheses based on observations or prior knowledge and experience	o Synthesize information within one source or text o Develop a complex model for a given situation o Develop an alternative solution	o Synthesize information across multiple sources or texts o Articulate a new voice, alternate theme, new knowledge or perspective

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Hess, K., Carlock, D., Jones, B., & Walkup, J. (2009). What exactly do "fewer, clearer, and higher standards" really look like in the classroom? Using a cognitive rigor matrix to analyze curriculum, plan lessons, and implement assessments. In Hess' Local Assessment Toolkit: Exploring Cognitive Rigor. Available (online) http://www.nciea.org/cgi-bin/pubspage.cgi?sortby=pub_date Educational Research and Action.

Reflection